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ABSTRACT

This guide outlines in chart form the speech, hearing, and language behaviors which may be expected from children of ages 3 months through 5 years. It is designed to indicate progress and to alert parents and professional personnel to deviations from normal development. The information, in question-answer form, sketches behaviors for nine age groups: 3-6 months, 7-10 months, 11-15 months, 1 and a half years, 2 years, 2 and a half years, 3 years, 4 years, and 5 years. (JM)

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PLEASE, LISTEN TO ME

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. . . a guide to help prevent speech, hearing and language problems in young children.

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Until a child learns to express himself in words so that others can understand him, he is incapable of fully assuming his place in society. Three functions are involved in learning to communicate meaningfully through words:

SPEECH

is a way of using the breath and certain muscles to make sounds in precise patterns which other people understand as words.

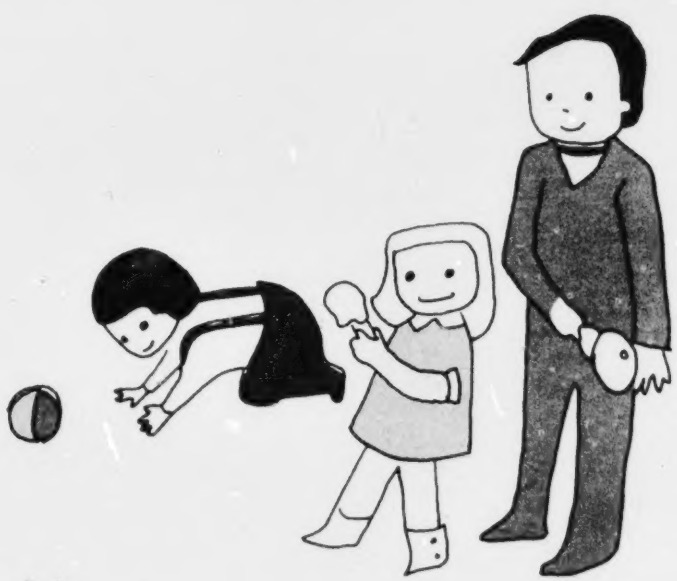
HEARING

is the child's first and main connection with the talking world. Through the ear, which processes sound, a baby learns to listen. First, he becomes aware that sound exists, then he attaches meaning to different sounds and begins to imitate the sound he hears. Finally, he learns that if he makes sounds that resemble the sounds he hears, other people will understand him.

LANGUAGE

is the link between hearing and speech. Language involves the ability to associate meanings with sounds and the ability to think in words, clothing ideas in words.

DELAYED DEVELOPMENT OR CONSISTENT DIFFICULTY IN ANY OR ALL OF THESE THREE AREAS MAY BE IMPORTANT SIGNALS THAT THE CHILD NEEDS HELP. In the early preschool years an assessment of a child's speech, hearing, and language can be one of the best indicators of his total functioning. The old idea of *"wait and see; maybe he will outgrow it,"* is bad advice. **THE EARLIER THE CHILD IN TROUBLE CAN BE IDENTIFIED, THE BETTER THE CHANCES ARE FOR HELPING HIM.** Early identification and treatment of speech, hearing, and/or language problems can help prevent school failure and emotional frustration.



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SPEECH, HEAR
LANGUAGE GUI

Although the growth of oral language skills is a fairly orderly and predictable process for most children, no two children will show the same signs at the same time — there is a range of normal. This guide outlines behavior which you might expect at various age levels. It is designed to indicate his progress and to alert parents and professional personnel to deviations from developmental norms for speech, hearing, and language. A child who fails to show these signs at all, or who repeatedly fails to respond as the check list suggests, should be evaluated by a qualified specialist.

Average Age	Question
3-6 Months	What does he do when you talk to him?
	Does he react to your voice even when he cannot see y
7-10 Months	When he can't *see* what is happening, what does he do hears familiar footsteps . . . the dog barking . . . the telep ringing . . . someone's voice . . . his own name?
11-15 Months	Can he point to or find familiar objects or people when asked to? **Example:** "Where is Jimmy?" "Find the ball."
	Does he respond differently to different sounds?
	Does he enjoy listening to some sounds and imitating th
1½ Years	Can he point to parts of his body when you ask him to? **Example:** "Show me your eyes." "Show me your nos
	How many understandable words does he use — word sure **really** mean something?
	Can he follow simple verbal commands when you are c to give him any help, such as looking at the object or po in the right direction?

RING,
IDE

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Average Behavior

	He awakens or quiets to the sound of mother's voice.
see you?	He typically turns eyes and head in the direction of the source of sound.
e do when he telephone	He turns his head and shoulders toward familiar sounds, even when he cannot see what is happening. Such sounds do not have to be loud to cause him to respond.
when he is	He shows his understanding of some words by appropriate behavior; for example, he points to or looks at familiar objects or people, on request.
	He jabbers in response to a human voice, is apt to cry when there is thunder, or may frown when he is scolded.
ting them?	Imitation indicates that he can hear the sounds and match them with his own sound production.
n to? ur nose."	Some children begin to identify parts of the body. He should be able to show his nose or eyes.
words you are	He should be using a few single words. They are not complete or pronounced perfectly but they are clearly meaningful.
are careful not or pointing	He should be able to follow a few simple commands without visual clues.

Years	sure **really** mean something?
	65
2 Years	Can he follow simple verbal commands when you are c to give him any help, such as looking at the object or po in the right direction? **Example:** "Johnny, get your hat and give it to Daddy." "Debby, bring me your ball."
	Does he enjoy being read to? Does he point out picture familiar objects in a book when he is asked to? **Example:** "Show me the baby." "Where's the rabbit?
	Does he use the names of familiar people and things,su **Mommy, milk, ball, and hat?**
	What does he call himself?
	Is he beginning to show interest in the sound of radio or commercials?
	Is he putting a few words together to make little "senten **Example:** "Go bye-bye car." "Milk all gone."
2½ Years	Does he know a few rhymes or songs? Does he enjoy hearing them?
	What does he do when the ice cream man's bell rings, o sight, or when a car door or house door closes at a time someone in the family usually comes home?
3 Years	Can he show that he understands the meaning of some besides the names of things? **Example:** "Make the car go." "Give me your ball." "Put the block in your pocket." "Find the b
	Can he find you when you call him from another room?
	Does he sometimes use complete sentences?
4 Years	Can he tell about events that have happened recently?
	Can he carry out two directions, one after the other? **Example:** "Bobby, find Susie and tell her dinner's ready.
5 Years	Do neighbors and others outside the family understand what he says?
	Can he carry on a conversation with other children or fa grown-ups?
	Does he begin a sentence with "I" instead of "me"; "he" of "him"?
	Is his grammar almost as good as his parents'?

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areful not inting	**He should be able to follow a few simple commands without visual clues.**
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s of "	Most two-year-olds enjoy being "read to" and shown simple pictures in a book or magazine, and they will point out pictures when you ask them to.
ch as	He should be using a variety of everyday words heard in his home and neighborhood.
	He refers to himself by name.
TV	Many two-year-olds do show such interest by word or action.
nces"?	These "sentences" are not usually complete or grammatically correct.
	Many children can say or sing short rhymes or songs and enjoy listening to records or to mother singing.
out of his e when	If a child has good hearing, and these are events that bring him pleasure, he usually reacts to the sound by running to look or telling someone what he hears.
words big doll."	He should be able to understand and use some simple verbs, pronouns, prepositions, and adjectives, such as **go, me, in, and big.**
	He should be able to locate the source of a sound.
	He should be using complete sentences some of the time.
	He should be able to give a connected account of some recent experiences.
y."	He should be able to carry out a sequence of two simple directions.
d most of	His speech should be intelligible, although some sounds may still be mispronounced.
familiar	Most children of this age can carry on a conversation if the vocabulary is within their experience.
e" instead	He should use some pronouns correctly.
	Most of the time, it should match the patterns of grammar used by the adults of his family and neighborhood.